

BSP Desk Reference

30 Minute Training Guide

SECTION 9: Behavioral Goals Line 13

Time	Description
5 minutes	<ul style="list-style-type: none"> Behavioral Goals Relates to Big Idea <ul style="list-style-type: none"> <i>“Goals must be written to allow progress monitoring of the student’s response to selected interventions.”</i>
5 minutes	<ul style="list-style-type: none"> BSP and Rubric <ul style="list-style-type: none"> Line 13 of the Behavior Support Plan Component J of the Rubric Key elements: <ul style="list-style-type: none"> Every goal requires six components to enable adequate progress monitoring (FERB) FUNCTIONAL EQUIVALENT REPLACEMENT BEHAVIOR goals minimally must have six parts, but preferably a nine component format; Progress monitoring of the FERB is critical and requires all components to be an example of full adequacy Problems we have seen regarding Behavioral Goals <ul style="list-style-type: none"> Goals are frequently NOT observable and measurable; therefore progress can not be monitored.
15 minutes	<p>Resources: Section 9 of the BSP Desk Reference Manual</p> <p>Activity:</p> <p>Review case studies from section 11 (or create your own)</p> <p>In dyads participants discuss possible goals which meet the 6 grid for increase or decrease goals and the 9 grid for functional equivalent replacement behavior goals</p> <p>Share with large group</p> <p>Group gives feed back on how the behavioral goals would score</p> <p>Distribute and explain Puzzle activity which could be used in trainings</p>
5 minutes	Comments / Questions

Target Behavior

Baseline Data

**Goal Format
(FERB)**

**Increase/
Decrease
Goal
Format**

**Ongoing
Data
Collection
& Analysis**

**Data
Collection
Analysis
Modifications**

**Data
Collection
Outcomes/
Progress
Monitoring**